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JOURNAL

of the

NATIONAL ASSOCIATION
OF DEANS OF WOMEN

ANNUAL PROCEEDINGS

VOLUME II
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JOURNAL

of the

NATIONAL ASSOCIATION OF DEANS OF WOMEN

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Foreword

In this issue of the JOURNAL devoted primarily to reporting the business meetings of the Association, the attempt was made to select from the minutes and reports the content which was of permanent rather than transitory value. On that basis announcements and details of past events were omitted and important statements of policy and procedures retained. Not all the valuable content presented at the meetings, however, could be included. To compensate in part for this deficiency, copies of the full mimeographed committee reports distributed in Cleveland may be obtained from Miss Heath at headquarters by those especially interested in certain topics.

The suggestion recently has been made that next year the membership list might be supplied to members of the Association in mimeographed form in order to free more space for conference reports. Statements of objections to doing so would be welcomed by the editorial committee.

A new column, Book Routes, in charge of Miss Catherine E. Reed, dean of women at Buffalo State Teachers College, makes its debut in this issue, in response to the request of many deans for readable brief reviews of recent books related to their work. Miss Reed is admirably equipped to write such a column and we are sure it will evoke as much interest as the University and College Exchange conducted by Dean Lucy Jenkins Franklin, and the Secondary School Exchange by Zoraida E. Weeks.

American Council of Guidance and Personnel Associations[1]

THE CHAIRMAN

It is of especial interest that five years ago in Cleveland the culmination of a movement toward coordination and collaboration among some of the organizations interested in guidance and personnel work took form when some joint program sessions were carried on in which the national associations meeting here at that time participated. Out of these joint sessions came a resolution suggesting the formation of a national council of guidance and personnel associations.

We may say, therefore, that the American Council of Guidance and Personnel Associations was formally established in Cleveland in February of 1934. There was no idea at that time, nor has there been since, that the Council would in any way threaten the autonomy of any of its member organizations. It was, as its name implies a council of Associations, not of individuals. Each of the member organizations emphasized to varying degrees aspects of the guidance and personnel fields ranging from the elementary school youth to young adults who might be or might not be in high school or college. That there were common interests and common problems to all was evident and all groups seemed convinced that there were advantages in setting up some sort of representative council. In an increasingly complicated society the individual was having more and more difficulty adjusting himself. In the case of some, this difficulty could be met with educational guidance, some with vocational guidance and some with social guidance. But always there seemed to be a realization that the individual could not be isolated for treatment, as it were, on any special level.

Almost without realizing how it happened a body of professional workers has arisen and many professional groupings have evolved. Logically each organization has gone its separate way and met the problems of guidance within its area of influence in its own particular way. The objective, however, is common; adjustment to environment. Naturally, intelligent people recognize the honest efforts and the achievements of all who are working toward common goals. Also, they recognize that there is much to be gained in cooperation and collaboration.

The following organizations became members of the Council in 1934 and appointed representatives to the board which was to carry on the business of the Council and promote its growth and significance in a complex society:

1. American Association of Collegiate Registrars

[1]Presented February 22, 1939—Ballroom, Hotel Cleveland. See "The Report of the Future Policy Committee, A.C.G.P.A." *Occupations* 17:631-37; April 1939, for the statement which the committee drafted to present issues in the guidance field which are of serious concern to many organizations and individuals dealing with these questions.

2. American College Personnel Association
3. Institute of Women's Professional Relations
4. National Association of Deans of Women
5. National Federation of Business and Professional Women's Clubs, Inc.
6. National Federation of Bureaus of Occupations
7. National Vocational Guidance Association
8. Personnel Research Federation
9. Alliance for Guidance of Rural Youth
10. Teachers College Personnel Association.

These represented truly a vertical cross section of groups interested in all phases of guidance. In 1935 Eastern College Personnel Officers and Western Personnel Service became members. In 1937 the National Federation of Bureaus of Occupations dropped out. In 1938 The National Institutional Teachers Placement Association was added. A request from the International Association of Altrusa Clubs, Inc., is pending.

By common consent in 1934 the Council set out to encourage mutual understanding and respect for what the several member organizations were doing. Five years is not too long a period for the development of such worthy objectives. Many have thought that the Board of Representatives has moved all too slowly in the face of confused and confusing situations. But there are many who believe that care and caution were the part of wisdom. Until 1938 the chief activity of the Council through its board of representatives has been a joint program to be blended in as an integral part of the programs of those member organizations meeting annually in February. Following the example of such organizations as the American Association for the Advancement of Science, it has provided for coordinated publicity. There is no question about the value of this publicity to each of the member organizations. The exhibits also have been improved greatly.

We are facing now toward new ventures and procedures. The most significant work of the Council throughout the year has centered, therefore, around the work of the Future Policy Committee with Lester J. Schloerb, director of occupational research, Board of Education, Chicago, as chairman. Dean A. J. Brumbaugh of the University of Chicago has been a valuable consultant for this committee which outlined its program in May of 1938 and continued its study through correspondence and two subsequent meetings. It soon became apparent that before a future policy for A.C.G.P.A. could be decided upon, there needed to be careful consideration to the whole question of the future policy of guidance. Immediately the committee realized that the most profitable thing it could do would be to look upon its study as extending over a period of at least two years with the idea of terminating its first year of study with a consultation among representatives of as many groups vitally interested in guidance as could be gathered together at the Cleveland meeting. To this end a careful examination was made of the work and status of organizations engaged in the business of guidance, with the result that some 120 organizations were invited to send official representatives to participate in a discussion on the whole question of guidance with a view to going forward courageously and sanely from this point into new ventures and undertakings.

IRMA E. VOIGT.

Progress[1]

THE PRESIDENT

The report of a president is not the report of an individual, but of an institution or of an organization. Hence my report this year reviews not my own work but that of the National Association of Deans of Women,—not what I have accomplished, but what you and the other members of this nation-wide Association have accomplished. Neither is it possible to review the manifold accomplishments of the deans as individuals, for if that were done it would include all the types of work connected with the very varied offices of the dean and it would mount up to a sum of value in service to the student, to the institution, and to the community, that by no means can be estimated. If there is any service that is of more value than that of the dean, I scarcely know what it is! I am speaking of the ideal dean, of course, and there may be none of us who quite can imagine ourselves as being exactly the ideal.

My business, then, is to report only the deeds of the deans as a composite body. Moreover, there is still another limitation to my report, in that it is confined to the deeds from February 1937 to February 1939. I shall be able to mention only a few of the outstanding events and because you know of them I shall speak of them briefly and mainly from the standpoint of progress, as I see it.

Progress is the title of my talk—the theme of my report. There has been progress in many directions and the congratulations and gratitude must be wide-spread among the members of the Association.

I shall speak first of our publications. Among them our JOURNAL which is the outgrowth of the *Yearbook* and the *Bulletins*. It is our "official house-organ," carrying to all of us the intimate material which we need—reports of procedure and lists of members and of committees. And it is more than that—it is a journal in the field of guidance, publishing articles of use not only to ourselves but to others in the business of counseling, or interested in the welfare of youth, as well. It is very young but it is lusty and flourishing. It is good looking and full of promise. It has surpassed my fondest hopes and has received many compliments from many people. Its success is due to several factors: (1) There was a need and a welcome ready for it; (2) It has an able staff of literary editors; and (3) Its managing editor has given to it her constant attention and all the benefit of her able mind and efficient methods. But there is still another group to whom we owe thanks—and they are the contributors. Congratulations to all of you who have made the JOURNAL a fine success! What about its future? What are we to do about it? Advertise it, criticize it constructively, and contribute to it—make it each year better and better until its subscription

[1]Presented February 24, 1939, Euclid Ballroom, Hotel Statler.

list and its usefulness reaches 10,000 people!

Two other publications of great value which have been produced in this biennium are the brochures *The Dean of Girls in the High School*, and *The Dean of Women in the Institution of Higher Learning*. Miss Strang and her research committee have given us material long needed and of great use. Some 7,000 copies have been sent out since they were published, and the output continues. They are excellent for information to those who do not know the dean's field as well as for those of us who are in the work. Send to headquarters for a dozen of them and give them to your school superintendent, your university president, your library and your colleagues.

Magazine and newspaper articles written by deans, radio broadcasts, speeches, books, bibliographies, and exhibits—all these are more attributable to individuals than to the Association as a whole, but the good effects redound to the glory of the whole body, nevertheless, and we all thank you who have written such articles and delivered such addresses. Make the most of every opportunity, and remember all of the rest of us, when we are not likewise engaged, are on the sidelines cheering!

Publications suggest publicity, you see. Here, too, we have had excellent committees, both national and state, and splendid work has been done. Accounts of the N.A.D.W. and of the state associations and their doings have been spread on the pages of many papers throughout the country in a way to win the interest and add to the information of many people. Here the publicity committee of the A.C.G.P.A. has been of assistance also.

To what end all this publicity? To the end that the work and aims of the Association and of the individual dean may be known better and understood, in order that that work may increase and spread its usefulness yet further. In some places there is an indication that the work of the dean is not well understood, and that it is suffering therefore. The answer to such conditions is more and clearer information.

Turning from external affairs to our own internal relationships, we find any number of matters for rejoicing. First of all, there are the new members to whom we extend our most cordial welcome. In the last two years there has been an increase of 92 memberships[2] and there will be still more added during the convention. Before 1940 I predict that we shall have gone over the top with 1,000 members.[3] Let's make it 2,000 in five years and refuse to halt until every dean and counselor claims membership in N.A.D.W.! To whom are we to attribute this growth? To the regional contact committee, to the publicity committee, to the state officers, and to our executive secretary. They all have been working — and the results are apparent.

With numbers, finances improve likewise. Two years ago in May 1937 our income was $5,031.96. Last year in May it was $5,808.99. What it will be in May 1939 I cannot say, but on January 31 it already was nearly $4,000. The increase has permitted

[2]As of the close of the fiscal year, May 31, 1939, there is an increase of 152 members over the number for May 31, 1937.

[3]994 paid members as of May 31, 1939.

us to be of much greater use to each other and to outsiders as well.

I have spoken of the regional contact committee. Its work is one of the most important services in the Association. Under our able vice president its work has prospered and by the assistance of the headquarters' staff, the Association has become more closely knit, and the relationship of the parts to the whole more definite. There is much chance for work here—many services rendered by the central organization to the states, and by the states to the national organization.

Other committees have been of much value also. The committee which has studied the very complex question of the several student government bodies has a long and excellent report. Many of you will be deeply interested in it and find it exactly what you need. The committee investigating state certification procedures has done another very important piece of work. The report is a preliminary one and the work will be continued. It is necessary that we as an Association know the situation and the possibilities, evolve our own theories as to certification, and be ready with proposals when the state governments are ready to proceed.

I cannot mention all the committees. Each one renders valuable service and to each we owe our gratitude for a part of the work which makes our Association run so smoothly.

One innovation this year was the changing of the chairmanship of the program committee from the president to an appointed member of the Association. It was done at my urgent request, because I think the time of the president should be given to other types of work. Policy-forming, correspondence and general care of the work of the Association as a whole, as well as outside relationships should be the work of the president. The program needs the close and undivided attention of those who prepare it in its infinite detail. It is one of the most time-consuming and necessarily absorbing pieces of work in the Association. The one who serves as chairman should have no other Association work. Our committee this year has served us well and we bow to their ability.

In connection with the program, I should speak of the success of the Workshop plan begun by the University Section last year and continued in other sections this year. The plan even has been extended to the JOURNAL, and is an important part of our self-education.

As I have brought up different matters I have constantly referred to our headquarters office. As it should be, it has become our *central* office. Two years ago an assistant secretary was added to the staff because the volume of work was so great that it was impossible for one person to carry it. In the past two years we have discovered some of the possibilities of the office and we have magnified its responsibilities greatly. The executive secretary is managing editor of the JOURNAL, she receives and pays all bills, she sends out all membership cards, and receives all dues, she assists in placement of deans, she sends out hundreds of letters of information, she manages the conventions, she keeps in touch with all committees, she prepares and sends out lists of publications. How it is possible to do so much with only a

single assistant is difficult to understand. Efficiency and enthusiasm are the answers, and the Association owes a great debt to its executive secretary and her assistant.

What of the future? More and better deans! More understanding on the part of the parents, the superintendents and principals and presidents, more help in headquarters so that the deans all over the country may receive the services they need. Eventually our goal should be a membership of over 5,000—a subvention from foundation or other source of income, and a headquarters staff of five—an executive secretary who shall be the administrator and in charge of publications, an assistant in charge of correspondence and placement, a clerk, a research worker and a traveling secretary who shall go wherever needed to make addresses, to assist in the formation of plans, and to represent the Association in national committees or conventions of various organizations.

At the same time the Association should ally itself with other guidance groups. It should continue its connection with the associations in A.C.G.P.A. taking its share in the changes which must take place in the Council. It should meet with any other group of similar organizations when invited. This year the National Association of Deans and Advisers of Men invited two of us to meet with their council and with invited guests from several other associations, to discuss common problems. A similar meeting, entirely informal, will be held this spring.[4] We should be quick to make contacts wherever possible. It is for the good of the Association and for the still greater good of the young people whom we serve.

This biennium is past—another is about to begin. I resign my office with great content to my successor. May the progress of the Association during her presidency be great. My congratulations to her and to you. But before I step from office—all my thanks to you, for your never failing support and your most generous encouragement.

HARRIETT M. ALLYN.

[4]Held May 13 and 14, 1939, in Cleveland.

Minutes

First Business Meeting

The annual business meeting of the National Association of Deans of Women was called to order by the president, Harriett M. Allyn, at 2:30 o'clock on the afternoon of Thursday, February 23, 1939, in the Euclid Ballroom of the Hotel Statler, Cleveland, Ohio.

The president announced that the reading of such reports as had been mimeographed and made available to the members would be omitted and asked that they be read before the second meeting.

College societies committee—It was recommended that no campus administration recognize a scholarship or professional honor society until further examination and explanation can be made by the central committee (composed of Dean Joseph A. Park, Professor Percy W. Ott, and Dean Esther Allen Gaw—all of Ohio State University).

Women's student government organizations committee—It had been recommended to and approved by the executive board that the Women's Intercollegiate Association for Student Government and the Southern Intercollegiate Association of Student Government each form a central records office to the end of more easily enabling campus organizations and deans to secure information concerning conferences, membership requirements, policies, programs, and similar matters; that the National Association of Deans of Women appoint a committee to report annually on: current issues considered by the Intercollegiate Association of Women Students, the W.I.A.S.G., and S.I.A.S.G.; action taken by the National Student Federation of America—especially by the Women's Division — of interest to N.A.D.W.; findings of student government conferences called by the Office of Education or other agencies; and, finally, the relationships between and the significance of the groups just mentioned. The attendance of a representative of the N.A.D.W. at the national I.A.W.S. conference to be held April 3-5, 1939, at the University of Kansas, had been approved also.[1]

World Center for Women's Archives—Hilda Threlkeld requested that all committee reports relating to women's activities be sent to the headquarters of the World Center for Women's Archives, Inc., Hotel Biltmore, New York; she appealed for donations and recommended that the Association join the center. This recommendation was referred to the executive board.

Auditor's and treasurer's reports—In the absence of Dean Gladys C. Bell, treasurer, the auditor's report and the 1939-40 budget were presented by Dean Voigt, who explained the expenditures, which had ex-

[1]The Association was represented by Deans Ruth M. Jackson and Mildred Margaret Blair.

ceeded the 1938-39 budget, and called attention to the fact that the year closed with a larger sum on hand than had been anticipated. On motion of Mrs. Esther Allen Gaw the auditor's and the treasurer's reports were accepted.

Life members — Miss Voigt announced that the following persons had become life members since the last annual meeting: Mrs. Lucy J. Franklin, Maria Leonard, Lucy Ward Stebbins, Ruth Strang, Irma E. Voigt.[2]

Summer Meeting—Miss Allyn announced that the summer meeting will be held in San Francisco in connection with the meeting of the National Education Association, July 2-6, 1939. Since our group goes West very infrequently and since the Golden Gate Exposition undoubtedly will bring many persons out to California this summer, the board approved the plan of broadening the scope of the summer meeting to include the interests of deans, counselors, and advisers in institutions of higher learning as well as in secondary schools, as called for by the by-laws. Miss Marion A. Brown, representing the secondary field, and Miss Esther A. Dayman, representing the institutions of higher learning, are the co-chairmen of the summer program plans.

The first session will be a luncheon ($1.50) on Monday, July 3 at 12:30 p.m. in the Women's Athletic Club at which time Dr. Douglas Gordon Campbell, assistant clinical professor of psychiatry at the University of Chicago, will address the group on the subject "General Semantics and the Educational Process." On Thursday, July 6, there will be a tour beginning at the St. Francis Hotel at 10 a.m. and proceeding by bus ($1.25) across the Bay bridge to the University of California at Berkeley where the dean's staff will be hostesses at the student Union there. Then the buses will cross the hills to the Mills College Campus where luncheon will be served ($.75). Mrs. Lillian Moller Gilbreth, professor of management, Purdue University, will speak on the subject "Women and Occupations." From Mills College the group will go to Stanford University where it will be received at Lagunita Court for tea. At each institution exhibits or program will be educational and pleasurable.

HELEN HALL MORELAND,
secretary pro tem.

SECOND BUSINESS MEETING

The second business meeting of the National Association of Deans of Women was called to order by the president, Harriett M. Allyn, at 9:30 o'clock on Friday morning, February 24, 1939, in the Euclid Ballroom of the Hotel Statler, Cleveland, Ohio.

Women's student government organizations committee — The report and the recommendations concerning women's student government organizations, which were presented at the business meeting on February 23, were accepted unanimously on the motion of the chairman, Dean Helen C. Battrick. Mrs. Esther Allen Gaw warned of the danger which might arise if women's student associations should affiliate with those of men students in such a way that they would

[2]Before the convention closed the following also became life members: Mary S. Bell, Winifred J. Robinson, and Agnes E. Wells.

lose their identity. Dean Margaret S. Morriss reported that the women of Pembroke gave up their identity as a women's group by affiliation with the National Student Federation of America and that in her opinion the relationship with the men has increased their strength. Deans Mary A. Johnson and M. Eunice Hilton agreed that differences in campus relationships strongly color the situation so far as affiliation with men's groups is concerned.

College societies committee—Dean Esther Allen Gaw asked for the Association's ratification on: modification of the names of societies in regard to scholarship honor societies, recognition honor societies, professional honor societies, and campus leadership honor scocieties; and on the recommendation regarding campus recognition of honor or scholarship societies made at the previous meeting.[1]

Regional contact committee — In presenting her report, Chairman M. Eunice Hilton stated that the committee finds it difficult to interest secondary school deans in joining N.A.D.W. and the National Education Association because of the item of dues. She pointed out that the new JOURNAL is an asset in gaining the interest of deans. In the opinion of President Allyn, N.A.D.W. should try to give more service to the high school deans so that they will feel justified in the expenditure of membership dues. Miss Kathryn G. Heath reported that in the last year about 7,000 copies of the pamphlets on the functions of deans — *The Dean of Girls in the High School* and *The Dean of Women in the Institution of Higher Learning* — have gone out to high school principals, superintendents, college administrators, deans, counselors, prospective guidance workers, and other persons interested in education.

Certification committee — The report presented by Zoraida E. Weeks, chairman, was accepted. Miss Sarah M. Sturtevant emphasized the belief of the deans' group that the New York plan for certification of guidance workers was unsatisfactory from the standpoints of broad cultural standards and of administration. The materialistic aspects of guidance received more stress in the plan than did those of a cultural nature.

Program committee—Mrs. Emma Fleer Muller's report of the committee's work was accepted.

International Student Committee—Grace E. Hoover, executive secretary of the Committee, reported that it has been an independent organization for the last six years. Prior to that time it was affiliated with the Y.W.C.A. The work of the Committee includes service to students on their arrival in this country rather than the selection of those who are to come to it and insures them the kind of hospitality which is educational and appropriate during their sojourn in the United States. In carrying out this service the committee constantly depends on the understanding and help of deans of women. The present influx of refugee students increases the need for a closer understanding between them and the educational agencies of this country.

Necrology—The deans assembled, stood for an interval of silence following the reading of resolutions as an evidence of their thoughtful and sym-

[1]See p. 153.

pathetic endorsement of them and of their grief for the loss of: Josephine C. Doniat, formerly dean of women, Wright Junior College, Chicago; Nannette Hopkins, formerly dean, Agnes Scott College; Mrs. Daisie I. Huff, formerly assistant principal in charge of girls, Roosevelt High School, Washington, D. C.; and Mrs. John L. Roemer, formerly dean of students, Lindenwood College.

Publicity committee — The report of the committee was accepted.

Presidents' committee of 50 on college hygiene—The report of the committee was accepted.

Revision of by-laws committee—The report of the committee was accepted but the proposed revision of Section 29 of the by-laws pertaining to nominations was defeated. On the motion of Dean Dorothy Stimson, the recommendation of the executive board that Section 29 be suspended for a year to permit the committee to continue its study and to report back to the Association, and that the nominations committee be empowered to proceed in the interim on whatever plan it deemed best and most expedient, was accepted.

Nominations committee — Mrs. Hildegard S. Sweet, the chairman, presented the following slate:

For president—Sarah G. Blanding
For treasurer—Elizabeth B. Oakes

The report was accepted and the candidates were elected unanimously.

The reports of the *executive secretary*, of the *president*, and of the *reference and resolutions committee* were accepted. On the motion of Dean Alice C. Lloyd, the convention assembled gave a standing vote of appreciation for and recognition of the leadership of Miss Allyn during her term of office. Dean Lloyd characterized this leadership as efficient, business-like, gracious, and humorous.

ESTHER A. DAYMAN,
secretary.

SECTIONS

The brief business meetings of all Sections consisted of the election of officers as follows: University chairman — Dorothy Gebauer; College secretary—Amy Gilbert; Academic Deans' chairman—Jane Louise Mesick; College of Education and Teacher Training secretary—Florence Case; Junior College secretary—Sara Tod DeLaney; and Secondary School secretary—Ruth L. Sanderson. Terms of office are for two years.

Reports

The reports presented at the business sessions contained significant details about the Association itself, its relation to other organizations, and various phases of the professional work of the deans of women and deans of girls.

Regional Contact Committee

The Regional Contact Committee, taking Dean Alice Lloyd's careful report for the year 1937 as a point of reference, attempted further to evaluate the status of the problems of membership and program and to initiate certain activities which might prove to be partial solutions to those problems. As the chief function of this committee was considered to be the spreading of "the gospel of information," the following activities were proposed:

1. Interpret the national organization and the National Education Association to members and potential members, and acquaint them with the facilities of the national organization. This service may be performed in many ways — through cooperation with the publicity committee, distribution of the leaflets on the preparation and functions of deans of women and deans of girls and other publications of the National Association, the writing of letters concerning the services of the National Association, attendance at state and regional conferences and other group meetings, the giving of assistance in providing speakers representative of our organization, and the organization of new state associations.

2. Gather information for the national organization concerning local situations from such material as news letters and reports of state meetings, and report to the national office local needs which are discovered.

Regional members and their subcommittees were very active along these lines. They reported a trend toward joint state meetings of deans of women with deans of men and suggested that headquarters send materials and National Education Association membership leaflets to all state presidents and members of the regional contact committee early in September.

The committee would appreciate an expression from the membership as to whether the type of program carried on during the past year is what the Association wishes from it.

M. Eunice Hilton,
chairman.

Publicity Committee

The committee is carrying on activities in the following fields:

1. Nation-wide publicity network:

Each committee member is also section chairman of a certain group of states, for

each one of which she selects a publicity chairman from the state organization of deans, or in the absence of such organization, appoints a publicity representative. These representatives are urged to attempt a special publicity project each year, and to report any method found to be especially successful.

2. National convention publicity:
The opportunity the national convention offers for informing the public what deans are thinking and doing is utilized by pre-convention announcements in educational journals and leading newspapers, and by radio news items. During the convention a press room is maintained, and, at its close, publicity section chairmen submit reports to state journals. This year special reports of section meetings will be sent to publications of various types.

3. Other methods of publicity:
Exhibits, publicity leaflet designed for the Association but adapted also for the use of state or regional organizations, and special projects, such as the compilation of a list of periodicals interested in publishing material about the dean and her work, and a clip-sheet of brief items to be sent to the newspapers once or twice a year, all contribute to the publicity for the Association.

MARGUERITE W. KEHR,
chairman.

A.Y.C. NATIONAL COUNCIL

Among the important activities of the National Council of the American Youth Congress for 1938 were:

Plans for and participation in the Second World Youth Congress at Vassar College last August, at which 600 delegates, representing 54 countries and 18 international organizations, for a week, concentrated on the task of securing world peace in a meeting which was outstanding because of its "tolerant, friendly and intelligent discussion of the problems of unemployment, education, health, and legislation affecting young people."[1]

The publication of *Youth*, a clever monthly news sheet devoted to the interests of youth organizations and youth in general.[2]

The raising of relief funds for Chinese and Spanish youth, for refugee students, and for mobile units in China; the promotion of state and federal legislation to provide for the needs of youth, especially in furnishing it training for citizenship and democracy; plans for American Youth Congress Day at the New York World's Fair on July 5, and for a Leadership Training Institute to be held in New York during the Christmas holidays; and, finally, the conducting of a continuous campaign in the field of social hygiene.

The Congress, which acts as a clearing house for and helper of numerous youth organizations, and as a general center of youth information, genuinely appreciates the friendly interest of the Association.

MARGUERITE W. KEHR,
representative.

A.Y.C. RESIDENT BOARD

"The aim of the American Youth Congress is to function as a medium and not as a social force." It is a youth-serving organization and, with this in mind, the resident board considers legislation pertaining to youth; problems in which youth is concerned, and present-day events which influence youth, in an effort to help youth become more articulate and to make

[1] *Parents' Magazine* award committee.
[2] Subscription: $1.00. Address: 8 W. 40th St., New York, N. Y.

John Q. Public aware of youth and its problems. The organization is financed by private contributions, fees of its member and affiliated organizations, and sale of publications. Mr. William Hinckley resigned as chairman and Mr. Joseph Cadden was elected executive secretary and already has shown himself qualified for the position.

The outstanding pieces of work done by the American Youth Congress this past year were the youth pilgrimage to Washington last March and the leaders' conference at Baldwin-Wallace College at Berea, Ohio, last July.

MARY A. JOHNSON,
representative.

NATIONAL COUNCIL OF EDUCATION

The National Council of Education was set up by charter of the National Education Association 50 years ago for the purpose of studying, evaluating, and making educational policies. Both of its sessions this year were devoted to a discussion of democracy in education.

The topic "Democratic Leadership in School Management and Administration" was discussed in the first session by H. B. Allman, William C. Bagley, George S. Counts, Charles H. Judd, Uel W. Lamkin, E. O. Melby, Jesse H. Newlon, and George D. Strayer. William H. Kilpatrick, who served as leader, defined the topic for discussion as follows:

1. The term "leadership" needs extension beyond the common notion, if it is to afford the most helpful guidance in democratic group life. The background implication is a number of persons so working together under a common plan as to make progress toward a given end. The foreground implication is that the cooperative progress is effected under suggestions (or commands) which guide the process. Under the older notion the suggestions were commands issued by a leader fixed as such in advance. Under the more democratic conception, leadership emerges from within the group as the progress of events stimulates now one member, and now another, to volunteer suggestions which the others, upon consideration, weigh and accept solely upon their inherent merits. The implications of a thorough-going democratic leadership are thus:
   a. A group of persons cooperating freely upon a matter of common concern;
   b. Equality of status to suggest and criticize and to have suggestions and criticisms considered and accepted solely upon their inherent merits.

   Under such conditions democratic leadership means any intentional act of any kind that at any stage does in fact serve to further the matter under consideration.
2. The term "democracy" began as a description of that kind of government where the people ruled, as opposed to government by a king or by an oligarchy. From this point of view democracy is government from within the governed as opposed to government from without. Democracy governs thus by the consent of the governed, and the people at all times are free to abolish or change their government as they see fit.

The discussion centered around five theses:

1. All who are concerned in the results of a policy should share, according to capacity, in making the policy. This responsibility implies the need for more teachers fully developed intellectually. Some members of the panel, however, believed that matters of policy should be referred to committees and trained experts and thence to the executive administrator.

2. The chief results to be expected from thesis 1 are better policies, higher

types of personalities attracted to the profession, and education of teachers on a higher plane.

3. Teachers should be protected by law in the exercise of their democratic rights.

4. School superintendents and presidents of institutions of higher learning should feel themselves equally as answerable to the teachers as to the boards which now elect them. This thesis was not accepted by the panel as a whole.

5. In a society properly run, there is no sufficient reason why administrators should receive remuneration superior to the higher ranks of teachers with whom they work.

The subject of the second session was "Implementing Democratic Processes and Perfecting Democratic Techniques through the American Public School." The leader of this discussion was John A. Sexson. Seven issues referring to the relation which education bears to democracy, democratic processes and the democratic way of living, and characteristics of an institution wherein democratic processes and techniques are applicable were presented.

MRS. LEONA WISE FELSTED,
representative.

COMMITTEE ON CERTIFICATION

It is a natural corollary of the recent trend toward higher standards of admission to the teaching profession that additional qualifications should be required for those educational services demanding specialized training, experience, and personality traits. Among these services is guidance.

An analysis of present requirements set up by state departments of education showed four types of certificates covering such functionaries as deans, counselors, and advisers:

1. A special counseling certificate which is *mandatory* for individuals who perform guidance functions in the secondary schools. Definite requirements are specified as to courses and experience. Five states require such a special certificate: Connecticut, Delaware, New York, Pennsylvania, and Wyoming. Wyoming certifies elementary school counselors. Pennsylvania issues two types of certificates, one valid to "teach guidance" and the other for "guidance counselors." The first is mandatory, the second is provided but not required.

2. The second type of certification is that in which special counseling certificates are provided by the state department but are not mandatory. Two states provide such certification: California and Pennsylvania (the certificate for "guidance counselors").

3. The third type is a teaching certificate with guidance as a major or minor subject. Hour requirements but not definite courses are specified. Usually "especially well-qualified in guidance" or "a major in guidance" is written on the teaching certificate when the applicant has a certain number of hours credit in guidance courses. Five states so certify: Georgia (12 hours required), Kentucky (18 hours), New Jersey (18 hours), Ohio (15 hours), and West Virginia (number of hours not specified).

4. The fourth type of certification is that in which a teaching certificate *only* is required. These teaching certificates are of two types, a "blanket certificate" valid for teaching in any

field in the secondary schools, and a subject certificate valid usually for teaching in major and minor fields. Nine states provide "blanket certificates" and 25 states provide subject certificates.

The movement toward specialized certification is not widespread, although four states are engaged in setting up certification requirements and three states are planning changes. More detail was obtained on the certification problem in California and New York State.

Questionnaires sent by Miss Ruth Mason to California deans elicited 24 replies representing 19 California cities. A more inclusive study is under way at New York University. On the basis of the returns it would seem that local school systems as yet are not taking advantage of the special counseling credential provided by the state department. Eighteen deans hold both the general secondary certificate and an administrative certificate; five hold a general secondary certificate only; and one holds the general secondary, administrative, and counseling certificates. The majority of these deans recommended both a "blanket certificate" valid for teaching any subject, and a special counseling certificate. Fourteen felt that no experience other than three to six years of teaching should be required, and the majority favored more professional preparation than is required of classroom teachers.

In 1933 the New York State Association of Deans felt that the time was ripe for setting up professional standards and qualifications for deans of girls and boys. Accordingly, a committee was appointed, of which Professor Sarah M. Sturtevant was chairman.

After conference with officials of the State Education Department, a tentative formulation of suggested requirements was submitted for the State Association's consideration in 1934. The report defined the terms, "dean of boys" and "dean of girls;" suggested desirable personality traits for deans; recommended a wide range of experiences for those engaged in guidance; and proposed as minimum education requirements the possession of a teaching certificate, a bachelor of arts degree, and a master of arts degree or its equivalent. Courses proposed as desirable included philosophy of education, psychology, sociology, and such professional courses in guidance as personnel administration, counseling, case study, group work, social program, vocational guidance, record keeping, and testing. The committee's report was adopted and the committee was continued. During the following year several conferences with the assistant commissioner in charge of certification and the director of guidance resulted in certain revisions of the certification requirements.

At the 1938 meeting the committee presented five theses emphasizing the clear conception of the functions to be performed and legal certification as a means of improving the services offered by assuring, as far as possible, the proper qualifications of practitioners. It was pointed out that no requirements have been set up for those who must organize, coordinate, and supervise a guidance program and be responsible for that control of environment and social education of young people that comes through competent direction of the extra-curricular program. These persons who qualify for

the work of the dean of girls, dean of boys, or director of guidance must in compliance with the law first qualify as vocational counselors. It would appear that there might be special knowledges, skills, and attitudes required of those who, on broad lines, organize, coordinate, and supervise a guidance program, that are not provided for by the requirements and that other preparation, legally called for, may not be so important as that which is neglected.

Your committee wishes to bring to your attention this question: Does the association wish to continue to share in the study of personnel officers being made at New York University, looking forward toward the ultimate formulation of desirable basic standards and qualifications for certification of deans?

ZORAIDA E. WEEKS,
chairman.

PRESIDENTS' COMMITTEE OF 50 ON COLLEGE HYGIENE

Health of students and instructors has been given conspicuous attention in the outstanding reports of recent educational studies. These studies discuss the broader aspects of health assigning physical problems to the health and physical education departments but giving responsibility to administrators and counselors for the recognition of these involved health problems, which the Conference on College Hygiene stressed in its *1936 Report*, and which have been discussed by deans at their annual meetings for many years.

The Julius Rosenwald Fund report on *Teacher Training*, the *Pennsylvania Study*, and the Regents' Inquiry Studies[1] on *The School Health Program*[2] and *Preparation of School Personnel*,[3] all indicate the importance of socially well-adjusted teachers trained to be aware of mental and social as well as physical problems, and the need of cooperation of all departments in the diagnosis, and treatment of individual problems.

Now that educational experts are coming to the aid of deans and personnel workers in proposing the pooling of information and the clinical discussion of the treatment of individual students, the opportunity presents itself for the deans to take the administrative leadership which is needed if plans are to be inaugurated for the better guidance of college students not only to prevent the social and personal maladjustment for some, but to improve life for all.

LILLIAS M. MACDONALD,
representative.

PICTURE PROJECT

Two years ago Miss Florence Jackson sent the following recommendation to headquarters: "For some time I have been thinking that it would be very interesting to have the pictures of some of the famous deans among the archives of the Association."

At Miss Allyn's request, I have been working on the project and have asked for photographs from the following women:

1. Those who have been president of the Association

[1]Into the Character and Cost of Education in the State of New York.

[2]Winslow, Charles Edward Amory. McGraw-Hill. Book Co., 1938. 120 p. $1.50.

[3]Judd, Charles H. McGraw-Hill Book Co., 1938. 151 p. $1.50.

2. The executive secretaries
3. The deans who have been cited for 25 years of service
4. The members of the executive board of the Association
5. Some of the women who have been outstanding in the education of women.

MARGARET E. ANDERSON,
collector.

RESEARCH COMMITTEE

The research committee has suggested to the executive board that its name be changed to one more accurately descriptive of its services. Research implies the possession of time, technical knowledge, and facilities which are not available at present to our Association.

Although the committee has been unable to contribute to real research in the personnel field, it has performed such valuable service as: the gathering of opinions on various professional problems, collection of successful procedures, clarification of status and function of the positions of dean of women and dean of girls, preparation of annual bibliographies of books and articles related to the broad field of personnel work, and, therefore, of direct interest to the dean. Since 1933, the committee has considered this last service to be one of its most important functions. That it is not one performed by other personnel organizations is indicated by the survey made by Miss Heath early in 1938.[1]

In addition to the review of the literature of 1938, published in the January issue of the JOURNAL, the research committee attempted to keep in touch with important surveys of personnel work being made by other groups and to formulate a few types of investigations which deans of women and deans of girls are in a strategic position to undertake:

1. Longitudinal studies of individuals showing changes that take place in physical, social, emotional, intellectual, aesthetic, religious, and moral development. These individual records in some cases would include the results of tests, in more cases systematic observation of the individual and conversation with him which helps to interpret the behavior observed.
2. A similar study of changes in interests, goals and objectives, satisfactions and annoyances, and values.
3. A study of the effect of certain procedures on different individuals. For example, what is the effect on a student's subsequent behavior and attitude of "campusing" her? The effect on a student of being failed in a subject? The effect of calling the parents to school for a conference?
4. Case studies of the development of personnel work in a given institution.
5. A study of the development and use of cumulative personnel records.

RUTH M. STRANG,
chairman.

COLLEGE SOCIETIES

The main efforts of the central committee on college societies and of the N.A.D.W. committee up to date have been to formulate acceptable definitions of the various kinds of societies. They have been concerned particularly with the distinguishing

[1]Strang, Ruth M., chairman. "Research Committee." Journal 1:12; June 1938.

scholarship honor societies from campus leadership, recognition, and professional honor societies, and from interest, social, and professional societies. An analysis was made of criteria for membership in the seven types of societies and illustrations given of each type.

It was found that there is, on the average, one society for approximately every 75 students; that the number of scholarship honor societies has no relation to the total enrolment of the institutions studied; and that a relationship appears to exist between professional honor and four other types of societies, especially social societies. It was suggested that advisers who wish to develop more social leadership and scholastic honor organizations on a campus would do well to foster the professional honor society.

The committee suggested that information concerning societies in college catalogs be arranged according to the above seven classifications, and under the exact names used, and that student government classification should be included in an eighth division. It suggests that future study should be made of the number of students in:

1. Scholarship honor societies, in order to ascertain whether the various institutions give adequate scholastic recognition;
2. Interest societies, to ascertain whether all students have adequate opportunities for such membership. It suggests also that the function of the Women's Self Government Association, an organization not included in the present investigation, should be studied.

MRS. ESTHER ALLEN GAW,
chairman.

WOMEN'S STUDENT GOVERNMENT ORGANIZATIONS

The report of this committee contains a wealth of detailed information as to the sections, date and place of founding, present headquarters, operative region, permanent and present officers, dues, qualifications for membership, supervision, records, purpose, scope, and annual activities of three intercollegiate organizations: the Intercollegiate Association of Women Students, the Women's Intercollegiate Association for Student Government, and the Southern Intercollegiate Association for Student Government. The interest in affiliation of each of the organizations, their relation to other organizations, and their contributions to local campuses are discussed. The report ends with an alphabetical list of the member colleges of each association.

HELEN BATTRICK,
chairman.

Finance Committee

For the Fiscal Year Ended May 31, 1938

Cash balance, June 1, 1937		$2,041.23	
Receipts			
Membership dues	$4,526.00		
Life membership dues	125.00		
Convention registration fees	861.00		
Sale of publications	156.01		
Personnel Album Rental	16.75		
National Education Association	25.00		
Gift	50.00		
Postage	7.71		
Interest:			
Life membership fund	21.20		
Savings account	10.36		
Miscellaneous	9.96	$5,808.99	
Total cash accountability			$7,850.22
Disbursements			
Administration	$94.82		
Standing committees	664.54		
Special committees	78.56		
Headquarters office	3,697.27		
Conference	757.13		
Membership in other organizations	230.00		
Contingent fund	22.62	$5,544.94	
Cash balance, May 31, 1938, represented by:			
Checking account	$25.84		
Savings account	997.10		
Life membership account	1,232.34		
Petty cash fund	50.00	$2,305.28	
			$7,850.22

GLADYS C. BELL, *treasurer*, and

WAYNE KENDRICK & CO., *certified public accountants.*

Book Routes

CATHERINE E. REED

For the keen reader, books are the thoroughfares and not the destination of thought. They lead through the author's course but set us jogging along toward further thinking of our own. Blurbs and magazine sections exhort that we read this! read this! read this! as if mere transition over pages led to sagacity. Instead our most valued books direct our thinking only for their passages and release us again upon the road of our own versatile ideas.

Several of the new routes provided by books of this year are mapped below for those of us who would proceed as the sign posts indicate.

1. *Toward a Basic Understanding of General Education* — The 38th Yearbook[1] of the National Society for the Study of Education in Part II discusses *General Education in the American College.* From the need for "more opportunities for creative effort" to the "building of a framework of values consistent with the democratic conception of life," the implications of general education are defined and applied to all types of schooling. The numerous contributors show us the growing concern with general education for youth in the high school, youth in the colleges and the general education provided through liberal arts, professional and teacher education. The trend of thinking which this book will leave with you is its "quest for unity"—i.e., "those relationships that bind parts together to form a whole" at the same time exhibiting the "rich and vitalizing diversity" bound to be found in a democracy.

2. *Toward Skill in Dealing With Transition Experience* — An astute study of the adjustments occurring between the levels of schooling is available in the volume *From School to College,*[2] published among the Yale Studies in Religious Education. This study conducted by Lincoln B. Hale and edited by Hugh Hartshorne, developed out of the widespread maladjustment to college life, and is based on a number of case studies illustrating different types of problems. The nature of the transition experience is skillfully analyzed in chapter two in an attempt to "establish genuine continuity throughout the period of secondary and higher education." "Habit Patterns of the Successful Personality" is a chapter well worth reading. In it you will find an excellent exposition of personality structure in the definition of the purpose pattern, the social pattern, the decision pattern,[3] and the sensitivity pattern. You will wish to think further over the statement "the patterning of ability, as we have described it, seems to be a direct consequence of controlable experience."[4]

4. *Toward the Interpretation by a State of Its Own Educational Program.*—The Regents of the University of the State of New York instituted an inquiry into the cost and char-

[1]Bloomington, Ill.: Public School Publishing Co., 1939. 382 p. $2.75.

[2]New Haven, Conn.: Yale University Press, 1919. 446 p. $3.50.

[3]*Ibid.*, p. 187.

[4]*Ibid.*, p. 294.

acter of public education within the State. This study was financed by the General Education Board and though made directly under the Board of Regents, was an "independent outside audit of New York's policies and administration." Luther Gulick became director of the Inquiry and Samuel P. Capen, associate director.

The general report is entitled *Education for American Life*.[5] This is being followed by a series of volumes dealing with studies in the specific fields of *High School and Life*,[6] *Adult Education*,[7] *When Youth Leave School*,[8] etc.

In the general report the "growth of schools for a growing world" is indicated as the objective of an educational system—"Clearly, education cannot be standardized or static; it must grow with each advance of civilization, and it must, at the same time, fit those who are to be educated."[9] The immediate necessity that is upon us is expressed by Gulick in the following sentence: "An education which will begin to eradicate American illiteracy in economics and in international relations, and which will give each youth some understanding of his government, local, state, and federal, and of his part in it, will require the best efforts of the school system in the years that lie ahead."[10]

The question was raised "What kind of schools does New York State want?" The answers were secured from a state-wide, community-deep canvas of evidence from organized groups and leaders of opinion. As an answer to this inquiry a statement which well describes the objectives of guidance is made. "Above all else, New York wants its schools to build character. It wants the rising generation to be honest, generous, courageous, friendly, and considerate, to believe in and have the habit of working hard, and to be accurate and responsible. We, in this State, want youth to learn how to work with others toward these same ends, to be tolerant of others' opinions, sensitive to their needs and sufferings, and prepared to act intelligently and unselfishly for the good of others. We want youth to believe in democracy and to know how to act in a system of society in which the common man participates in determining the course of events, not through physical force, but through free discussion, compromise, the rule of law, the loyal acceptance of group decisions, and the exercise of the continuous right and duty of free criticism. We want youth to find and give happiness in the intimate relationships of life, to be cheerful but not inactive in adversity, temperate and healthful in life, inventive in disposition, and increasingly capable of finding rational solutions to problems as they arise. We want the rising generation to grow up into men and women who, of their own volition, will budget their time and their lives intelligently and effectively between their work, their rest, their recreation, their growth, their intimate friends and family, their civic responsibilities, their artistic interests, and their spiritual life."[11]

[5]Gulick, Luther Halsey, director. New York: McGraw-Hill Book Co., 1938. 167 p. $2.00.

[6]Spaulding, Francis T. New York: McGraw-Hill Book Co., 1938. 377 p. $3.00.

[7]Reeves, F. W.; Fansler, T.; and Houle, C. O. New York: McGraw-Hill Book Co., 1938. 171 p. $2.00.

[8]Eckert, Ruth E., and Marshall, Thomas O. New York: McGraw-Hill Book Co., 1938. 360 p.

[9]Gulick, Luther Halsey, director. *Education for American Life*. New York: McGraw-Hill Book Co., 1938. p. 3.

[10]*Ibid.*, p. 25.

[11]*Ibid.*, p. 19.

Officers, Committees, Representatives

OFFICERS OF THE ASSOCIATION

President—Sarah G. Blanding, 1941
Vice-president—M. Eunice Hilton, 1940
Secretary—Esther A. Dayman, 1940
Treasurer—Elizabeth B. Oakes, 1941
Executive secretary—Kathryn G. Heath

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University secretary—Harriet C. Greve, 1940
College chairman—Helen Dalton Bragdon, 1940
College secretary—Amy M. Gilbert, 1941
College of Education and Teacher Training chairman—Helen Hall Moreland, 1940
College of Education and Teacher Training secretary—Florence Case, 1941
Junior College chairman—Amelia E. Clark, 1940
Junior College secretary—Sara Tod DeLaney, 1941
Secondary School chairman—Edna L. Dugan, 1940
Secondary School secretary—Ruth L. Sanderson, 1941

EXECUTIVE BOARD

Officers of the Association
Chairmen of the Sections
Former president—Harriett M. Allyn, 1941
Headquarters consultant—Mary Louise Brown, 1941

STANDING COMMITTEES[1]

FINANCE

Elizabeth B. Oakes, 1942[2]
Harriett M. Allyn, 1940
Gladys C. Bell, 1940
Sarah G. Blanding, 1942
Frances S. Jennings, 1941
Kathryn G. Heath

[1]The first name listed is that of the chairman. The president is a member *ex officio* of all standing and special committees. The executive secretary is a member *ex officio* of all standing committees.
[2]Chairman until 1941; member of committee until 1942.

JOURNAL

Editor—Ruth M. Strang, 1940
Associate editor—Helen Dalton Bragdon, 1940
Associate editor—Jessie Coope, 1940
Associate editor—Mrs. Helen Queen Stewart, 1940
Managing editor—Kathryn G. Heath

NOMINATIONS

Marjorie P. Grant, 1940
R. Louise Fitch, 1940
Jessie E. Gibson, 1941
Nora Neill Power, 1940
Martha Lucille Wallace, 1941

PROGRAM—ANNUAL CONVENTION

Alice C. Lloyd, 1940
Section chairmen

PROGRAM—1939 SUMMER MEETING

Co-chairman—Marion A. Brown
Co-chairman—Esther A. Dayman

PUBLICITY

Marguerite W. Kehr, 1940
Ruth H. Anderson, 1940, RM
Olivia N. Dorman, 1941, SA
Margaret McCarney, 1940, NP
Constance T. Maier, 1941, NEC
Elizabeth Meguiar, 1941, SWC
Eleanor Norton, 1940, NWC
Marjorie Smith, 1941, NA
Mrs. Grace Pope Snyder, 1941, SEC
Mrs. Ethel Cobb Souza, 1940, SP
Mrs. James Wright, 1940, MA

REGIONAL CONTACT

M. Eunice Hilton, 1940
Gladys C. Bell, 1941, RM
Rachel M. Foote, 1940, SWC
Eva Glassbrook, 1940, NWC
Agnes Ellen Harris, 1941, SEC
Linda Kincannon, 1940, NA
Rose Marie McCormick, 1941, MA
Mary B. Merritt, 1941, SA
Jessie T. Oldt, 1940, SP[3]
Helene R. Turner, 1941, NP
Marguerite Woodworth, 1940, NEC

RESEARCH

Hilda Threlkeld, 1940
Marion A. Brown, 1940
Ruth Horner, 1941
Frances Maisch, 1940
Edith M. Stewart, 1940
Dorothy C. Stratton, 1941
Sarah M. Sturtevant, 1941
Edith G. Wilson, 1941

REVISION OF BY-LAWS

Genevieve E. Poole, 1940
Flora S. Curtis, 1941
Lide A. Spragins, 1940

SPECIAL COMMITTEES[4]

CERTIFICATION

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Justina M. Eich
Ruth E. Mason
Mrs. Anna Y. Reed
Helen B. Schleman

COLLEGE SOCIETIES

Mrs. Esther Allen Gaw
E. Luella Galliver
Mrs. Katherine Dabney Ingle
Maria Leonard
Sallie Payne Morgan

PLACEMENT EXCHANGE

Harriett M. Allyn[3]

[3]Invited.
[4]The first name listed is that of the chairman. The president is a member *ex officio* of all special committees. Terms of office are for one year.

REFERENCE AND RESOLUTIONS

Lois B. Knox

STUDENT GOVERNMENT

Ruth M. Jackson
Helen Battrick
Mildred Margaret Blair

REPRESENTATIVES

AMERICAN COUNCIL OF GUIDANCE AND PERSONNEL ASSOCIATIONS

Sarah G. Blanding, 1941
Elsie M. Smithies, 1942
Irma E. Voigt, 1940
Kathryn G. Heath, *alternate*

AMERICAN YOUTH CONGRESS

National Council—Marguerite W. Kehr, 1940
Resident Board—Mary A. Johnson, 1940

NATIONAL COUNCIL OF EDUCATION

Mrs. Leona Wise Felsted, 1943

PRESIDENTS' COMMITTEE OF 50 ON COLLEGE HYGIENE

Ellen R. Baker, 1940[3]

RURAL YOUTH COMMITTEE

Sara Norris, 1940

WORLD CENTER FOR WOMEN'S ARCHIVES

Dorothy Stimson, 1940

Membership List

Abbott, Helen P., assistant to the dean, Barnard College, New York, N. Y.

Adanalian, Alice, director, Cleveland Guidance Service, 118 E. St. Clair Ave., Cleveland, Ohio

Adkins, Bertha S., dean of women, Western Maryland College, Westminster, Md.

Aikin-Smith, Pearle, associate dean of women, The University of Southern California, Los Angeles, Calif.

Albrecht, Elsa L., dean of girls, Shore High School, Euclid, Ohio

Albright, Anne, dean of women, Western Carolina Teachers College, Cullowhee, N. C.

Allen, Julia F., dean of women, Upper Division, Berea College, Berea, Ky.

Allison, Tempe E., dean of women, San Bernardino Valley Junior College, San Bernardino, Calif.

Allyn, Harriett M., academic dean, Mt. Holyoke College, South Hadley, Mass.

Amos, Thyrsa W., dean of women, University of Pittsburgh, Pittsburgh, Pa.

Anderson, Carrie M., dean of women, Luther College, Decorah, Iowa

*Anderson, Margaret E., R. F. D. No. 3, Jamestown, N. Y.

Anderson, Mrs. Ruth H., dean of girls, East High School, Denver, Colo.

Anderson, Ruth L., dean of women, Central College, Fayette, Mo.

Andrews, Marie G., dean of women, State Teachers College, Mansfield, Pa.

Anthony, Ann, acting dean in charge of Bronx Buildings, Hunter College, Bedford Park Blvd. and Navy Ave., Bronx, N. Y.

Arnold, Mrs. Dorothy McSparran, assistant dean, Washington Square College, New York University, New York, N. Y.

Arnold, Edna, acting dean of women, West Virginia University, Morgantown, W. Va.

§Arnold, Sarah Louise. Hotel Gralyn, 20 Charlesgate West, Boston, Mass.

Ashby, Nanette M., dean of women, New Mexico State Teachers College, Silver City, N. Mex.

Ashdown, Genevieve, dean of girls, Princeton Township High School, Princeton, Ill.

Atkins, Helen Ludlow, dean of girls, Manual Training High School, Denver, Colo.

Augur, Margaret A., headmistress, Kingswood School, Cranbrook, Bloomfield Hills, Mich.

*Augustine, Grace M., associate professor, home economics, Texas State College for Women, Denton, Texas

Austin, Myrtle, dean of women, University of Utah, Salt Lake City, Utah

Bacon, Lee Fairchild, dean of women, Marshall College, Huntington, W. Va.

Bailey, Mrs. Meredith (Maida Rossiter), dean of women, Reed College, Portland, Ore.

Baird, Beatrice Allinson, physical education department, University of Minnesota, Minneapolis, Minn.

Baird, Mary E., dean of freshmen, MacMurray College, Jacksonville, Ill.

Baker, Anna May, dean of women, Meredith College, Raleigh, N. C.

Baker, Blanche, dean of girls, Yuma Union High School, Yuma, Ariz.

Baker, Mary C., dean of women, Fresno State College, Fresno, Calif.

Baker, Sarah T., dean of girls, Peekskill High School, Peekskill, N. Y.

Balázs, Mrs. Francis (Christine F.), dean of women, Rollins College, Winter Park, Fla.

Baldwin, Alice M., dean, The Woman's College, Duke University, Durham, N. C.

Ball, Dorothy Jane, director of city women's activities, Syracuse University, Syracuse, N. Y.

Bangsberg, Mrs. Sarah L. Garrett, dean of women, State Teachers College, La Crosse, Wis.

Barngrover, Leone, dean, East Junior School, Sioux City, Iowa

Barrows, Mrs. Albert (Vinnie G.), director of women's personnel guidance, George

*Associate member

§Honorary member

Washington University, Washington, D. C.

Barton, O. Lillian, dean of women, Illinois State Normal University, Normal, Ill.

Bates, Mrs. Sue Grigg, dean of girls, Ball High School, Galveston, Texas

Battrick, Helen C., adviser of women, University of Akron, Akron, Ohio

Baumgardner, Faye, assistant principal, Eastern High School, Lansing, Mich.

Bayliss, Zoe Burrell, assistant dean of women, University of Wisconsin, Madison, Wis.

Beachley, Catherine, dean of girls, Senior High School, Hagerstown, Md.

Beal, Fannie E., assistant dean of women, Michigan State Normal College, Ypsilanti, Mich.

Bell, Elizabeth C., assistant to the dean of women, The Pennsylvania State College, State College, Pa.

Bell, Gladys C., dean of women, University of Denver, Denver, Colo.

‡Bell, Mary S., dean of women, Coe College, Cedar Rapids, Iowa

Bell, Myrtle J., assistant principal, Central High School, Cleveland, Ohio

Benham, Helen, secretary to the dean of women, Swarthmore College, Swarthmore, Pa.

Bennet, Louise, dean of student affairs, Shorter College, Rome, Ga.

Bennett, Grace, dean, Oak Park and River Forest Township High School, Oak Park, Ill.

Bennink, Lois M., dean of women, Santa Barbara State College, Santa Barbara, Calif.

Benson, Mary, assistant principal, Lincoln Junior High School, Cleveland, Ohio

Betts, Alice R., dean of women, Cornell College, Mt. Vernon, Iowa

Beverly, Dora D., dean of women, State Teachers College, Montgomery, Ala.

Beyer, Ruth L., dean of women, Baldwin-Wallace College, Berea, Ohio

Bidwell, Lillian F., dean of girls, Junior High School, Ventura, Calif.

Biggers, Caroline R., dean of women, Mars Hill Junior College, Mars Hill, N. C.

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